

ANALYSIS FOR THE USE AND IMPLEMENTATION OF THE PEDAGOGICAL
MATERIAL MY ABC ENGLISH KIT WITH FOURTH GRADE STUDENTS OF THE
EDUCATIONAL INSTITUTION MARCELINO CHAMPAGNAT

LUZ DARY MARIN ARANDA
CINDY MANUELA RINCON
CLAUDIA PATRIA VALENCIA CORTES

UNIVERSITY OF QUINDIO
MODERN LANGUAGES PROGRAM
SEMINAR OF INVESTIGATION
ARMENIA QUINDIO

2018

ANALYSIS FOR THE USE AND IMPLEMENTATION OF THE PEDAGOGICAL
MATERIAL MY ABC ENGLISH KIT WITH FOURTH GRADE STUDENTS OF THE
EDUCATIONAL INSTITUTION MARCELINO CHAMPAGNAT

LUZ DARY MARIN ARANDA
CINDY MANUELA RINCON
CLAUDIA PATRICIA VALENCIA CORTES

PROFESSOR: LUIS FERNANDO PACHECO PEREZ

UNIVERSITY OF QUINDIO
MODERN LANGUAGES PROGRAM
SEMINAR OF INVESTIGATION
ARMENIA QUINDIO
2018

Table of Content

Introduction	1
Justification.....	2
1. Statement of the Problem	3
1.1. Research Question	4
1.2. Specific Questions	4
2. Objectives.....	5
2.1. General Objective:	5
2.2. Specific objectives:	5
3. State of Art	6
3.1. Literature review	6
3.1.1. What is a learning impact?	8
3.1.2. What is a learning development?.....	9
3.1.3. What is oral production?.....	11
3.1.4. What is listening skill?	14
3.1.5. What is my ABC English kit?	17
3.2. Research Review.....	22
3.2.1. Deficiencies in the English Process Learning in Primary School	22
3.2.1.1. Analysis	23
3.2.2. Effective Listening is Essential in an Academic Context.....	24
3.2.2.1. Analysis.....	25
3.2.3. The Importance of Being Bilingual in Colombian's Education	25
3.2.3.1. Analysis	26
3.2.4. Ways to Improve the Oral Communication in Fourth or Fifth Grades	27

3.2.4.1. Analysis.....	29
4. Methodology	30
4.1. Research Approach	31
4.2. Research Design.....	32
4.3. Instruments and Techniques of Investigation	33
4.3.1. Instruments Description.....	33
4.3.1.1. Observation	33
4.3.1.2. Pre-test.....	34
4.3.1.3. Lesson plans	34
4.3.1.4. Post-test	34
4.4. Participants.....	35
4.5. Moments of the Research.....	35
5. Data Collection.....	38
5.1. Instruments Analysis.....	38
5.1.1. Observation Analysis.....	38
5.1.2. Pre-test Analysis	39
5.1.3. Lesson plans	39
5.1.4. Post-test Analysis	40
5.2. Triangulation.....	40
6. Finding and Conclusions	42
7. Emergencies	43
7.1. Classroom Management.....	43
7.2. Scarcing use of my Abc English kit.....	43
7.3. Lack of time	44

7.4. Psychological Problems	44
8. References and Webgraphy	46
9. Appendices	49
9.1. Appendix A. Teacher's Interview	49
9.2. Appendix B. Pre-Test.....	52
9.3. Appendix C. Lesson Plan sample.	55
9.4. Appendix D. Post-Test.....	58
9.5. Appendix E. Students' Pre-test Analysis.....	61
9.6. Appendix F. Students' Post-Test Analysis	61

Resumen

Este Proyecto pretende medir la utilidad del material pedagógico My ABC English Kit en el grado cuarto de la institución Marcelino Champagnat llevando a cabo una investigación tanto teórica como práctica. Se tomará como prioridad la producción audio-oral de los estudiantes en el área de inglés ya que es visible que los estudiantes de primaria tienen muchas falencias en cuanto a estas dos competencias. De allí surge la necesidad de dar todas las herramientas necesarias para mejorar las competencias comunicativas en la adquisición de este segundo idioma tanto para el profesor como para los alumnos. Para empezar, se harán análisis tanto cuantitativos como cualitativos por medio de los cuales se pretenden recolectar los datos suficientes para analizarlos y llegar a una conclusión. Del mismo modo, se utilizará una investigación de acción individual con el objetivo de obtener de primera mano los datos necesarios para dicha investigación.

Introduction

With the development of the present investigation, it is intended to carry out an analysis for the use and implementation of "My ABC English Kit" in the Educative Institution Marcelino Champagnat, with fourth grade students belonging to the present year 2018; it is necessary to emphasize that the national government through the program Colombia Bilingüe of Ministerio de Educación Nacional, which pretends to strengthen students' English skills and a constant searching for a professional development, achieving the linkage and participation of students and teachers in English immersion programs, both in Colombia and abroad. For this reason, the public educational institutions of the country must implement this strategy designed to improve the principles of learning and teaching English. Hence, the expression: "... *the reason of being part of an educational institution aims at achieving the expected results of students*" (Ministerio de Educación Nacional, 2008).

Through the development of fieldwork activities, some results show the application and implementation of pedagogical tools and didactic materials that seek to improve the learning experience for the students and to facilitate the teaching work; evidencing the appropriate use and implementation of the "My ABC English Kit" in this educational establishment.

Justification

In order to promote the strengthening of a foreign language, the MEN established the National Bilingualism Program in 2004, whose main objective is to promote the learning of English as well as to improve the quality of teaching. In essence, it is the formulation of a state policy aimed at strengthening bilingualism. However, as we will see throughout this study, despite of the existence of this program the challenges that face the educational sector to reach desirable levels of English are enormous, particularly as regards the supply of qualified English teachers in primary. In that order of ideas, the Ministerio de Educación created the pedagogical material my ABC English kit in order to implement the strategy of appropriation and use of this material, this strategy is aimed at teachers who teach English in primary (grades 4 and 5) of the education secretariats focused on the Colombia Bilingüe program. In that way, the minister of education outlined some goals for the next years such as:

- To train 1,320 teachers in the use and appropriation of the teaching material "My ABC English Kit"
- Provide support to teachers during the use and implementation of the material, through monitoring carried out by the Ministry of Education.
- Distribute 840 suitcases with this material to the educational institutions, through the teachers participating in the workshops.
- Children of 4 ° and 5 ° of primary with basic vocabulary

1. Statement of the Problem

Taking into account the Colombian public schools low level in audio-oral English skill, it is normal to find difficulties in the acquisition of a second language including the oral communication and at the time of understanding the language. As there are many gaps in the Colombian educational system and its parameters it is necessary to implement all support resources that enrich both students and teachers knowledge. There is a deeper concern about students' oral lack of skills mostly in the use of English language when they are trying to communicate. The principal reason is the constant use of traditional methods inside the classroom that may be either caused by teachers by teachers who are not willing to innovate in new methods that directly affects students' performance. For that reason, the purpose of this action study is to measure the impacts of the implementation of my ABC English kit and to see the influence that it can have in the oral production in 4th grade students at Marcelino Champagnat Institution.

1.1.Research Question

- ✓ What is the impact that My ABC English Kit has in the learning development of the oral production in fourth grade students at Marcelino Champagnat Institution?

1.2.Specific Questions

1. What actions can educative institutions take to improve the English learning level?
2. Why does not the government invest in English professionals?
3. What strategies can English teachers take to encourage students in their English learning process?

2. Objectives

2.1.General Objective:

- ✓ To determine the students' learning impact with the support of my ABC English Kit in the oral production in fourth grade students at Marcelino Champagnat Institution.

2.2.Specific objectives:

- ✓ To identify throughout an interview the teacher's level comprehension of My ABC English Kit pedagogical material.
- ✓ To diagnose through a pre-test, the level of the oral production in fourth grade students of the institution.
- ✓ To plan didactic intervention using the material my ABC English kit in order to improve their oral production.
- ✓ To evaluate through a post-test, the results of the oral production at the end of the didactic interventions in order to describe the level of the students.

3. State of Art

3.1.Literature review

Having a quality education involves ensuring that in the classroom, children and young people are developing the skills they need for life and they know how to use these skills in their daily lives. Since the management of a foreign language is undoubtedly a skill that empowers individuals, gives them greater opportunities to access knowledge and other cultures, making them more competitive at the time of getting a better job. Currently, through the Programa Nacional Bilingüe, the Ministerio de Educación Nacional promotes educational policies that contribute to the richness of language, as "Colombia has a long bilingual and multilingual trajectory in indigenous tongues, Creole languages and sign languages (Ministerio de Educación Nacional, 2013), but also to promote the learning of foreign dialect, such as the English language (MEN, 2006).

Since the Colombian national government has designed the Programa Nacional Bilingüe 2015-2025, it has focused all the actors in the development of their strategies, in order to achieve results in the improvement of Colombian's English skills. However, despite the publication in 1998 of the Spanish Language Guidelines followed by the Curriculum Guidelines for Foreign Languages (1999), the Standards for Excellence in Education (2002) and the Basic Standards of Foreign Language Skills: English (2006), there are so far no official documents that present explicit guidelines to guide the education process for bilingualism in the country.

On the other hand, managers of some public and private educational institutions, teachers in general, have adopted strategies governed by the guidelines established by the

national government through its MEN, generating expectations of them, that is why the entire group intervenes, teachers, students, administrators, parents, among others. They only have seen the National Bilingualism Plans that have appeared since the issuance of Ley 115, Ley General de Educación, since teachers have been unable to find suitable strategies that allow to determine a successful outcome of their foreign language programs in educational institutions, deteriorating and destabilizing the national plans, which according to the community, are decontextualized, unrealistic and there is a lack of supporting structures that actually allow their practical and effective implementation.

Hence, this research is given, as students and future graduates in the program of modern languages at the University of Quindío, we want to show the results obtained during the field work in a practical and pedagogical way with the students of fourth grade of the Marcelino Champagnat Institution, both the rector and the different entities of the Alma Mater, so that they are the ones who inform to the Ministerio Nacional de Educación of these conclusions in order to be taken into account in future plans of improvement, revision and restructuring of programs, as well as the adjustment of the new national guidelines and topics expected by students and teachers

This study will benefit public institutions that can base on My ABC English kit to improve the teaching and learning of English language. Finally, the study will benefit the oral production in fourth grade students at Marcelino Champagnat Institution.

3.1.1. What is a learning impact?

The impact of the learning process is a complex subject in which interact different disciplines, as psychology that takes the learning as a behavioral phenomenon, in which the search for an adaptation to the environment entails a variation in the behavior as a process whose result is the change in cognitive structures (Guthrie, 1935). Hence, learning is classified as a dynamic process that occurs as a result of the interaction between the subject who teaches (teacher) the subject that learns (student) and the content of teaching, through actions and experiences which provide the school, the family and the community.

Through this learning process, the teacher plays an indispensable role in the institution and in the guidance of the student's learning. In which the tutor designs teaching strategies that promote the active motivation of students that is why learning by its nature is social, individual and multidimensional. It is developed throughout life for its content, in this way students learn to know, to do and to live together. It means that, learning is a process that lasts a lifetime and it needs to be taught from an early age besides it is an active process that is assumed by the learner and it is multidimensional by its topics, methods and conditions. As a result, external and internal transformations of the person occur due to the discovery process in the personal meaning. This process can be premeditated, significant or incidental and also not conscious, it is given permanently or temporarily in the cognitive and affective learning. “A globalized world demands reforms in the way relationships are conducted in a social group, and especially in an educational context. Therefore, both teachers and students need to play more active roles if they are to establish a more positive relationship” (Hargreaves,D).

In that order of ideas, all learners are equally capable of challenging achievements irrespective of their language status. It is, therefore, imperative that the language obstacles that despoil English second language speakers equal chances to come through in challenging fields or careers must be identified and strategies to solve them must be constructed. In his theory, Piaget (1957) states that what limits, what children can learn next is their level of cognitive development and biological maturity. A biologically mature learner can acquire knowledge and reason, but this is not the case with all second language speakers. The conclusion could be that learning in a second language as it happens for many in South Africa, might be negatively affecting the mental activity of acquiring knowledge.

On the other hand, it was found that children acquire knowledge more slowly than adults did but overcome adult learners in the long run. There are other investigators who have different perceptions regarding an early start in second language. For example, Lightbown and Spada (1993) found that learners who begin learning a second language at the primary school level do not do far better in the long run than those who begin in early adolescence.

3.1.2. What is a learning development?

To continue with the development of the learning procedure that stimulates and advances the development process of students. According to Vygostky (1978) it can be observed that students cannot simply be limited to determining evolutionary levels if they want to discover the real relationship of development with learning.

Thus, it is pertinent to answer the question: what is the relationship between development and learning? The concept of learning refers to the processes by which people incorporate new knowledge, values and skills that are specific to the culture and society in which they live. Vygotsky (1978) points out that the intellectual development of the individual cannot be understood as independent of the social environment in which the person is immersed. For him, the development of higher psychological functions occurs first in the social plane and then in the individual level.

Likewise, into the Vygotsky's Sociocultural Theory has brought up the metaphor of 'scaffolding' to refer to this mode of learning. Scaffolding consists of the temporary support of adults (teachers, parents, tutors) who provide the child with the goal of performing a task until the child is able to carry it out without outside help. Under this perspective, for Jean Piaget, children actively build their world by interacting with it. Therefore, this author emphasizes the role of the action in the learning process. Jean Piaget's theory of cognitive development is one of the most important. It divides cognitive development into stages characterized by the possession of qualitatively different logical structures, which account for certain capacities and impose certain restrictions on children. However, the Piagetian notion of cognitive development in terms of progressively more complex logical structures has received multiple criticisms from other cognitive theorists, especially from theorists coming from the information processing stream. Also, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts.

All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57)

From another point of view, some authors such as David Ausubel proposed the term "meaningful learning" to designate the process through which new information relates to a relevant aspect of the knowledge structure of the individual by which Ausubel gives the name of "integrating concept" to the prior knowledge structure that receives the new knowledge. Meaningful learning occurs through a process called assimilation in which both the structure that receives the new knowledge, and this new knowledge itself, are altered, giving rise to a new knowledge structure.

3.1.3. What is oral production?

Additionally, the oral production is one of the four linguistic skills involved in the development of communicative competence. This is generally one of the most complex capacities because the speaker in a very short space of time has to think about what he/she is going to say, how to say it, say it clearly and without making grammatical or pronunciation mistakes. In addition, one of the difficulties of the topic is that it is necessary not only to know the language as a code but also its pragmatic use, depending on the communicative situation and the people to whom the speaker is addressed. In general terms, the most common problems in oral production are often of a linguistic and psychological nature. To continue with, Brown (1994) and Richards (2008) affirm that some of the linguistic difficulties that students have during a communicative act are: to speak slow, to take many pauses, to use too many tricks, to delay in organizing ideas, to express incomplete sentences, not to combine ideas in an organized and coherent way, to

make grammatical errors regularly, to lack the necessary vocabulary to communicate, not to use reduced forms of language such as contractions, elisions and syllabic reductions, and not correctly pronouncing words with an adequate intonation.

On the other hand, regarding the problems of a psychological nature, Vázquez (2000) states that one of the factors that negatively affect oral production in students is the fear of making mistakes against their classmates and teachers, which could be due to the lack of an atmosphere of trust in the classroom or to the use of inadequate correction techniques by teachers. In addition, Oxford (2000) points out that the most common psychological problems in learning a foreign language are anxiety, insecurity, fear and shame when they confronted with communicative situations

The last goal of oral production development is to enable the student to be able to express himself/herself when they need and want it, to do it properly and to be able to interact orally during a communicative practice. Therefore, it is necessary to consider both approaches, not as isolated indicators, but as vital components of successful oral production. Drawing on fluidity and precision as fundamental elements of oral production, Brown (2001) proposes an inventory of micro-skills as descriptors that account for the actions involved in this skill:

1. Produce utterances of different length.
2. Differentiate orally between phonemes and their allophones.
3. Use appropriate stress, accentuation, rhythm and intonation patterns.
4. Pronounce words and phrases in the spoken chain (assimilation, elision, etc.).

5. Use the appropriate number of words from the pragmatic point of view.
6. Talk with the fluency that each communicative situation requires.
7. Control the oral production itself to contribute to the clarity of the message (using pauses, self-corrections, setbacks, etc.)
8. Use categories and grammatical relationships (names, tenses, concordance, plurality, etc.), word order, constructions, rules, and elliptical forms.
9. Use the proper constituents of speech - phrases, pauses, phonic groups, and sentences.
10. Express a sentence using different grammatical constructions.
11. Use cohesion procedures in spoken language.
12. Perform communicative functions appropriately taking into account situations, participants and objectives.
13. Properly use records, pragmatic conventions and other sociolinguistic traits.
14. Establish links and connections between events and express such relationships as main idea, secondary idea, new information, given information, generalization and exemplification.
15. Use gestures, postures and body movements, as well as other nonverbal resources to express ideas.
16. Make and use a list of conversational strategies such as highlighting important words, rephrasing statements, providing contexts for interpreting the meaning of words, asking for help, and making sure the interlocutor understands.

In general terms, both problems and micro-abilities represent fundamental information to work in the exercise and development of learning strategies, as these become tools that allow students to overcome potential difficulties and to enhance their learning abilities (González, 2009)

3.1.4. What is listening skill?

According to Buck (2000) “listening skill is a form of comprehension where the listener is trying to get some meaning from the language”. This statement really made teachers wonder about the procedures they were carrying out in the English language classroom and the real purpose the development of this skill had for learners. As Allen (1966) remarks in Robinett (1978), “The goal of the listening skill is to enable the learner to perceive the second language in the way native speakers perceive it”. This is the ideal goal that teachers want to reach with their students, but in some cases it is not possible because there are many causes that do not allow students to reach this goal, including the activities of the class that are not always sufficient to accomplish it with. That is why the necessity exists of implementing some clear steps to follow in order to improve listening comprehension in students and, thus, to obtain a closer native speaker likeness of the listening skill. In the same way, Dick Lee and Delmar Hatesohl (1999) also say: “Even though listening is the communication skill we use most frequently, it is also the skill in which we have had the less training”. With these statements it is clearly seen that listening can be the birth of the learning of any language; in other words, if a person is able to understand what he/she hears, he/she gets easily familiar with the sounds and rhythms of the language and, as such, the other skills can be developed faster and better, because as

Lee and Hatesohl signaled from their own experience, “We have had much more formal training in other major communication skills – writing, reading, speaking”. It means that very few people have had any extended formal training in listening. Listening processes according to Rivers (1978), there are three basic steps that a listener consciously or unconsciously has to take into account when listening to an oral text. First of all, the author affirms that the individual has to identify the message as a systematic corpus, not as accidental noises. This means that the listener is able to understand that the sounds that he/she is listening to are phonemes of a specific language. For instance, if a person listens to a different kind of text, he/she must identify immediately that the language is French, German or English, without taking into account if he/she knows the language or not. Secondly, the listener has to assimilate the foreign sounds; this recognition is made by means of the distinction of the sounds that are similar to our language. This is seen when learners start imitating what a recorder text says and then they have to work on the correct pronunciation of these words.

Finally, the individual starts making an elementary segmentation of the text; in other words, he/she keeps the information in his/her memory and then he/she is able to reflect his/her understanding. In short, this unconscious mental process clearly shows how any kind of individual is able to decode and produce a response in a few seconds. Rivers also presents a general overview of the listening process that could be complemented by a deeper psycholinguistic analysis established by Van Duzer (1997), who divides the listening process into nine steps that the listener has to follow in order to decode an oral text.

First of all, the listener has to determine the reason for listening. The learner has to find an important purpose if the expected result is development of a successful listening activity, or a successful decoding process. This means the person has to find consciously or unconsciously a reason or motivation for listening to any kind of text. Then the author mentions the second step, in which the person keeps the raw speech as an image of the information in short-term memory. So far the information has not been processed, but it has been held in reserve as a storing of images that are going to be decoded by the listener when the organization and other processes are done. In short, this means that the information takes place in the memory in order to be used later which confirms that the information has to remain stored in the brain in order to become a concrete message.

Third, the author affirms that the information is organized depending on the type of speech it belongs to. Here, the different speeches are classified into categories such as conversations, lectures, radio, etc. Depending on the verbal communication that is being decoded by the brain, it has to change its organization process. Besides this, the listener has to identify if the message has the function of persuading, giving information or requesting; here, the listener is going to change the management of the message in the brain. In fourth and fifth place, the individual starts predicting the information about what he/she previously listened to. The listener thinks of the possible information to be included in the message from the speaker. It infers that the human brain has the capacity of making the message a real corpus even without finishing the whole decodification process.

The function of the brain changes again and the background information schemata is retaken based on the previous experiences and knowledge that the person has had before

starting the comprehension process. After finishing the background information schemata process, a first meaning is assigned to the message by the listener and it is here where the decodification process has almost finished. At this point the message is not concrete, although it must have most of the characteristics of the original message sent by the speaker. This first meaning is assigned in order to be proved in the next step of the process, which consists of checking if the message has been really understood. The receptor compares what the speaker originally said and what he/she understood by means of an examination.

In the next step the receptor keeps the correct message in his/her long term memory in order to use this information when receiving another kind of message. This means that this information becomes part of the background information schemata to be used in a future communicative situation. Finally, the brain erases initial message that was kept in the short-term memory and now it passes to the long-term memory as a concrete and real corpus sent by the speaker.

3.1.5. What is my ABC English kit?

Ministerio de Educación Nacional, through the Project for Strengthening the Development of Foreign Language Skills (PFDCLE), launched the implementation of the 'Explore and Learn with My ABC English Kit' strategy in Armenia (Quindío) on 5 September 2010- 2014, that pretend to provide to 600 teachers of primary pedagogical tools, which serve as support to their work to develop in children skills in a foreign language: English.

In that way, the Ministry will distribute in 12 Secretariats of Education the educational package 'My ABC English Kit': Supplementary Materials for English learning and teaching in primary schools in Colombia (My ABC English Kit), which will be accompanied by a bimodal training process for beneficiary teachers for approximately 10 weeks, which aims to guide them in the effective use of content material.

This process includes activities such as:

- A socialization workshop on strategy
- A bimodal course with face-to-face meetings and virtual accompaniment in the Moodle platform of the Virtual Campus of the Ministry.
- A socialization encounter of significant experiences.

At the end of the training process, the population of primary school teachers in the English area trained with this strategy will be part of the "Academic Community - MAEK" that will be available at the Portal Colombia Aprende.

This bag which will be delivered to the education secretariats of Apartadó, Antioquia, Cali, Valle, Armenia, Quindío, Pereira, Dosquebradas, Soacha, Mosquera, Barranquilla and Atlántico, it is part of the package of resources for teaching English in basic education which the Ministry developed in alliance with the British Council.

This handy resource bag contains the following elements:

- Methodological guide.
- Resource booklet.

- The book called “Animales Locos” which presents a compilation of 50 class activities made by teachers from different parts of the world.
- Visual material: 13 posters, 16 classroom vocabulary banners, 114 small flashcards and 114 large flashcards with related vocabulary.
- Audio CDs that present all the audio content of the material such as songs, stories and vocabulary.
- CD Rom containing the entire material in magnetic media.

It is necessary to take into account that this material (pedagogical bag and strategy of teacher training), is not an English course for elementary teachers; is a package of resources to support teachers who do not have a high level of English and who guide the area of English in basic primary. Through the implementation of this training strategy, it is expected that the material will continue being implemented in the classroom with the leadership of the participating teachers, the support of their directors and secretariats of education and the most important that institutions adopt the material to strengthen the competences in foreign language: English at the primary level of the country's educational institutions (Ministerio de Educacion, 2014).

Comparing my ABC English kit with other materials implemented by the Colombian government as Colombia English please, it is important to make the distinction that my ABC English kit is the first material oriented to primary school teachers. On the other hand, English please was created for secondary teachers, this pedagogical tool has as main objective to facilitate the learning of English through its use in significant contexts and subjects close to the reality that surrounds the students of our official schools, such as

the youth culture, the diversity and the plurality of styles of life, among others. English Please facilitates that students reach a level of mastery of pre-intermediate English (B1) in grade 11. Teachers and Colombian students can make free use of this tool, for which, in this virtual space, the PDF versions and their interactive version can be downloaded with extra digital resources.

Colombia Bilingual program has established the following three strategies:

Strategy # 1 - Teachers

To achieve the proposed goals of Bilingual Colombia, it is necessary to improve the level of English of the teachers who teach this language in the official sector. For this reason, the program has articulated and integrated lines of work, teacher training is one of the fundamental actions that is achieved through strategies such as the Foreign Native Trainers program, the online classroom training strategies of the Suggested English Curriculum, the Basic English Learning Rights and the incentive plans, which consist of staying between 2 and 4 weeks in a 100% bilingual environment, aimed at both teachers and students.

Strategy # 2 - Materials

Think about that the country did not have a curriculum to guide English teaching and that English teachers in the official sector did not have the materials for instructing , in 2016 the "Colombia Bilingual English Kit" was handed over to the country, which is available to the teachers that will be useful for their area planning, both in the formulation of learning objectives and goals, as well as in the implementation of projects, activities,

assessments and materials that are meaningful to students in English learning . In the Bilingual English Kit, teachers find: Suggested Curriculum and Suggested Curriculum in English, Basic English Language Rights Primer, and Guide 22: Basic Standards of Foreign Language Competence: English.

- The program also initiated the construction of the suggested Transition and Elementary English curriculum, the production of text material for grades 6, 7, and 8, and provided "English Please" textbooks for grades 9, 10 and 11.

Strategy # 3 - Monitoring and follow-up

Consider that this impact will only be achieved through accompanying processes that involve the participation of the different actors; the program has designed monitoring and evaluation mechanisms in order to properly implement the actions in the official schools targeted by the "Colombia Bilingual" program. The design and implementation of the monitoring and accompanying scheme in the classroom, for schools targeted 2016-2018 will be led by a group of 15 professionals from the area that will make up the team of teaching managers of bilingualism 2016. As a tool, managers will use the application track record to each school and student of 9 and 10 grades mainly.

In the same way, the program will provide technical assistance to the Secretariats of Education that require it for the projection of bilingualism actions financed with own resources of royalties, through connections with strategic allies for project implementation.

3.2. Research Review

3.2.1. Deficiencies in the English Process Learning in Primary School

Colombia context has had gaps between public and private education due to the disadvantages that public establishments have different resources than private schools. According to the article called English in public primary schools in Colombia done by the students from the university of Antioquia (Medellin) Doris Correa and Adriana Gonzales stated that Ministerio de Educación, 2006 is a significant inequality between official and private schools because private schools have more hours per week in the English subject and they include native teachers in their learning process, while in the public schools they only have one hour per week in primary level and two to three hours per week; another disparity is that there are more qualified teachers in the private sector, they also expressed that there is a lack of technological resources and good classroom conditions; all these discrepancies are reflective in the National Academic exam called Pruebas saber, because the results in students' English level has been very low. For that reason, Ministerio de Educación launched different programs to improve the teaching of learning English in Colombia, these initiatives are: the NPB (Programa de Fortalecimiento al Desarrollo de competencias en Lenguas Extranjeras), PSDCFL (program for strengthening the development of the competences in foreign language), Programa Nacional de Inglés: Colombia very well (National English program: Colombia very well-NEP), and Colombia bilingüe 2014-2018 (Bilingual Colombia) which includes a pedagogical material called My ABC English Kit. In that order of ideas, according to them teachers have some challenges to achieve with the government goals, these challenges are: lack of enough teachers prepared to teach English in primary schools, poorly designed PD programs (Programa del Diploma

del Bachillerato Internacional) lack of coverage, disarticulation and discontinuity, inappropriate content, heterogeneity and they need to consider an improvement in work-related challenges such as: the difficulties that primary school teachers have in the classroom as: deficient physical and technological resources, large classes(the quantity of students inside the classroom),insufficient time of instruction per week, students lack of motivation to learn English.

3.2.1.1.Analysis

The English level in Colombia public schools is very deficient due to the fact that teachers are not well prepared, the classroom conditions are not adequate, the hours are not enough, there are many students in a classroom, the technological resources are not abundant, sometimes people who are in charge of the class are not professional in the English subject. In the same way, the Colombian government has attempted to improve all these requirements in order to fulfill the English basic standards that are required to make more competent students in a global world. The more relevant programs have been Colombia very well (National English program: Colombia very well-NEP) and Colombia Bilingüe 2014-2018. Even though, Colombian government has strived to improve all these aspects with the help of these programs it is still necessary to provide more economical resources, more time for developing the English classes and to train more qualified professional people.

3.2.2. Effective Listening is Essential in an Academic Context

Nowadays, the teaching of listening skill has taken great importance in English classroom due to the fact that the educative system was more interested in teaching writing and reading competences. In that order of ideas, “Asociación Europea de Lenguas para fines específicos” create this article called The Nature of Listening: The need for listening in English for Academic Purposes. It informs about the present generation of students that require a variety of learning multimedia resources as audio-visual materials to feel motivate and interested in the subject. According to Duffy (1977: 262) to keep the oral language comprehension is an essential requisite for reading apprehension because it helps to develop the rest of language skills and its nature. For this reason, Ministerio de Educación of Colombia included in their pedagogical material My ABC English Kit various videos and CDs that are going to instruct teachers to develop student’s listening abilities. One important thing in this skill is that in order to decode the message that the speaker is delivering; the listener must actively contribute knowledge from both linguistic and non-linguistic sources. It means that, listening would involve the learner in listening to the message without affecting its elements; it is important to emphasize that listening is a two-way process, involving reception, or the decoding the input, and its production. In the process of reception the speaker and the listener should be connected for an effective communication while the process of decoding involves identifying the sounds, understanding the utterances and their meanings, and recognizing the prosodic features like tone, intonation, pitch, stress between others that are using by the speaker. To conclude, listening skill is a particular communication technique that requires the listener to provide

feedback on what he or she hears to the speaker, by way of restating or paraphrasing what they have heard in their own words. The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted.

3.2.2.1. Analysis

Listening context helps students to develop the English skills that they need for academic study in a higher education setting. Typically, academic writing receives the most attention in teaching a foreign language leaving apart students' listening ability. Nowadays, with globalization teachers have to find interesting materials as audiovisual aids to integrate his/her classes in order to encourage and motivate students to learn and to develop listening skills. Pupils have to taking into account important elements that make part of this process, for example: the reception and decoding of the information in which both parties are important because these elements are guides to understand an active listening. When a person advances in their process of listening to a second language he or she is opening to him/herself a world of possibilities as it increases people confidence, trains the brain, and will wide people's mind because a new language helps to understand other human beings and see the world with other eyes.

3.2.3. The Importance of Being Bilingual in Colombian's Education

Nowadays in Colombia and in a large part of the world, English is considered the universal language by thoughts that have passed from one place to another and from people to people until actually believe it. Although, for some countries it is not even considered second language it is believed that English is important to participate in this globalized

world at the time of getting a job or going to other countries. For this reason, English is recognized as the language that will give to Colombia the opportunity of entering to the modern world. The Ministerio de Educación established it as one of the central points in its education to improve the quality of English teaching, which leads to better levels of performance in this language therefore educational institutions in Colombia have chosen to offer their students the opportunity to learn English as a foreign language and with this action they intend to provide a useful tool for children and young people to access to the globalized world. Thus, one of the objectives of primary and secondary education is to be able to speak and read in at least one foreign language, in this case English. For the promoters of the national plan of bilingualism (PNB), to be bilingual means knowing English; the promoters of the project oversimplified the number of languages that could be learned in the bilingual program and reduce it to one. This same oversimplification pattern can be found in the way in which this so-called bilingual project is established as a full and monolithic package. However, the national plan for Bilingualism (PNB) requires that in Colombian educational institutions at the end of high school, students must have a B1 level in English, taking into account that they can create texts on familiar topics, and can communicate their thoughts and ideas. Remarking that each grade has particular standards in the learning English process, and emphasizing that to be considered a bilingual people should master at least one of the skills (listening, speaking, reading or writing).

3.2.3.1. Analysis

In Colombia context to learn English is very important at the time of interacting with the world, because to know English open doors to get good jobs. For that reason,

Colombian's government took English as the main foreign language and this one must be taught in all the Colombia's school getting B1 at the end of the school process (grade 11). At the time of becoming bilingual is not about to be good at all the skills (grammar, listening, speaking, reading or writing) it is about to master at least one or two of them. In that order of ideas, it is necessary to improve the listening and speaking skills in students with the support of my ABC English Kit to make children more competent in English and as soon as be possible to prepare them to be more bilingual and in this way, they can reach the B1 level in English that is required by the bilingual project and the Ministerio de Educación in Colombia.

3.2.4. Ways to Improve the Oral Communication in Fourth or Fifth Grades

Colombian system is in the search of strategies that motivate children to communicate in English. For that reason, it is important that teachers prepare students with the adequate skills to interact in English so that they can express their ideas or thoughts. This article reports on a study that examined the development of children's oral communication in English and the way in which the activities and the teacher produce students' opportunities for learning. The contexts were children from 7-8 years old that study in the national university of Colombia that offer them these courses. The program provides four different learning projects divided into three. From these courses this research analyzed data collection techniques including field notes, audio and video recordings and two interviews to the teacher. The study revealed that children's oral production could be achievable thanks to the teacher's works to provide children with topics and nice activities

related to the necessities of the students. In that order of ideas, it is important to remark that the pedagogical material My ABC English Kit helps teacher in the development of this type of activities giving them the appropriate tools to support children's oral production.

Likewise, the teacher made a pertinent learning environment in which children were challenged to speak in English in significant ways. Thus, it is necessary to look for methodologies and that these emphasize affective factors: If language learning is to take place, learners must be affectively open to second language input. This process of reflection wants to make children conscious of the way they acquire new language knowledge related to the previous knowledge communicative approach. On the other hand, the teacher's role in these classes was to provide children with opportunities for meaningful interaction and to created interesting and nice activities which make students to feel motivated to learn the language. In conclusion, children have their own understandings of the world and their previous experiences with the first and the foreign language. These abilities or previous knowledge create a construction of new meaning. Likewise, the teacher incorporated motivation and interesting activities that make children to express themselves, to interact to each other, to give definition to their thoughts and to learn about the language and their environment. Besides, the story presented by the teacher make children to produce their own creativity and gave students the chance of reflecting about language. In this way making the children's communicative skills worked naturally for them as they spontaneously took a more live participation in the speaking process due to their experience with the story and their own productions. As for the teacher's role in the improvement of the activities, the teacher helped the students in their learning process in a lot of ways.

3.2.4.1. Analysis

In the learning of a second language teachers play a key role because they encourage students to have a significant education through an adequate environment creating interesting activities related to their particular necessities. In that way, they are going to feel motivate to speak and to express their ideas; it is important to apply the oral communication and to teach children to express themselves and to encourage them to continue with the learning process. In the same way, it is remarkable the importance of the developing of this skill because with this, children expose their ideas, create stores and connect with other people around them. It also looks for ways to make the classes more interactive in which the students not only listening to the class but also participate in it by action and through it.

4. Methodology

This project is based on my ABC English Kit didactic material which pretends to know the impact that it has in fourth grade students' oral production. For that reason, to carry out this investigation it will be used the method of Action Research that is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Watts, 1985 p.118). At the same time, it is going to be an individual action research because it is led by a staff of members whose purpose is to analyze a specific task in which the members by themselves complete this investigation by implementing activities for students during a certain length of time. The data collection that is going to be use is the Mixed-Methods Research (qualitative and quantitative). According to (Johnson & Onwuegbuzie, 2004, p. 14) qualitative research is pointed as a constructivist or interpretivist paradigm and "contend that multiple-constructed realities abound, that time- and context-free generalizations are neither desirable nor possible, that research is value bound, that it is impossible to differentiate fully causes and effects, that logic flows from specific to general and that knower and known cannot be separated because the subjective knower is the only source of reality" (Johnson & Onwuegbuzie, 2004, p. 14). Likewise, the Quantitative research has historically been the cornerstone of social-science research. Purists call for researchers to "eliminate their biases, remain emotionally detached and uninvolved with the objects of study and test or empirically justify their stated hypotheses" (Johnson & Onwuegbuzie, 2004, p.14). Thus, we consider that both methods are necessary for the correct development of the project. Therefore, with the qualitative method we can generate ideas for improvements in education field and Uncover potential strategic directions for educational purposes. Similarity, with the

quantitative method we can obtain statistical results about the implementation of the strategies in the research. In the same way, we will use qualitative method through a survey in order to know if the teacher knows or has implemented My abc English Kit. Besides, the quantitative method will be used with a pre-test and a post-test to check and to compare the initial and the final results. To summarize, these mixed-methods are going to be the methodology used to collect the necessary information for our project.

4.1. Research Approach

Taking as a reference the objectives and the theoretical framework explained before during the course of this investigation; this research aims a qualitative and a quantitative study.

These approaches will help to measure the efficacy in the implementation of my ABC English Kit methodological guide by the students of primary fourth grade in the educational institution Marcelino Champagnat. Now for defining the previous qualitative research method concerning with the development of explanations in social phenomena. That is to say, it aims to help people to understand the social world in which they live and why things are the way they are. It includes the social aspects of the world and seeks to answer questions about:

- Why people behave the way they do.
- How opinions and attitudes are formed.
- How people are affected by the events that go on around them.
- How and why cultures and practices have developed in the way they have.

(Yorkshire & the Humber 2009)

In other words, through a qualitative method this research pretends to identify the teacher's level comprehension of the pedagogical material that is studied in the investigation. Also, to determine the interest and the interaction that students have in the English environment. It is important to remark that all the results are subjective, because the perceptions of people are diverse and they can take different perspectives. This means, it cannot be measured in other way; due to the fact that it is about people's aptitudes that cannot be expressed numerically.

To continue with the data collection, the implementation of a quantitative approach it is required in order to measure exactly the audio-oral English production in students of 4th grade of the Marcelino Champagnat Institution. According to Matthews & Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. Other reason for selecting this approach is that it is more efficient, can test hypothesis and always aimed at clarifying features, count them and build statistical models to explain what is observed during research. At the end of the collection of numerical data; this study pretends to know the students' initial English level and then to analyze the result obtained after the implementation of the project.

4.2.Research Design

This investigation is focused on measure the students' audio oral skill impacts with the implementation of my ABC English Kit in the Marcelino Champagnat Institution. To start, what Action Research is? It is a collaborative activity among partners looking for solutions to everyday, actual problems lived in schools, or looking for ways to develop

guidance and increase student accomplishment. Likewise, the main author of this focus was John Elliott who states that, Action Research is a social investigation strategy based on the principle that investigators are who act and not the institutions and their decisions need to take into account at the time of directing a social action and not institutional regulations. It is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Watts, 1985, p.118).

On the other hand, Kurt Lewin created a disciplined process of action research that is parallel to the application of the scientific method in other disciplines. This model has a specific spiral of activities in this sequence: clarification and diagnosis of a problematic situation in practice, formulation of action strategies to solve the problem, implementation and evaluation of action strategies and further clarification and diagnosis of the problematic situation. Initially, the investigation will use a diagnosis applying a pre-test to the students in order to know their English oral level. Then, it will be make an intervention in order to help them to improve this skill. After that, it will be applied a post-test to see the probably changes they get through this process.

4.3.Instruments and Techniques of Investigation

4.3.1. Instruments Description

4.3.1.1.Observation

According to Montessori observation skills allow the practitioner to assess situations, children and strategies without judgment. Also, it is a critical component of lesson planning and management of the classroom. It means that, the investigators are inside of the classroom but they do not participate with students. The principal role of this

technique is only to listen, to observe, and finally to analyze the events that occurred in the place in order to create activities according to the students' necessities.

4.3.1.2.Pre-test

Creating tests is a necessary instrument for evaluating students understanding, content and their level of ability in applying what they are supposed to know. In which teachers can use simple quizzes as multiple choice or complex evaluations with open questions providing exact results. The pretest pretends to measure the student's understanding of the previous topics and to analyze the progress that they should have.

4.3.1.3.Lesson plans

Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Lesson plan is one of the key factors in the educational process (Islamic Azad University, 2014). Also, Madeline Hunter, a UCLA professor and education author states that "A lesson plan is a detailed step-by-step guide that outlines the teacher's objectives for what the students will accomplish during the course of the lesson and how they will learn it. Creating a lesson plan involves setting goals, developing activities, and determining the materials that you will use."

4.3.1.4.Post-test

According to Paul Richard Kuehn, an English professor of EFL and ESL a pre/post-test should be designed to measure the amount of learning a student has acquired in a specific subject. To do this, questions concerning all of the topics covered during a

semester must appear on the test. When grading the tests, the teacher assigns a numerical score to both the pre-test and the post-test. To demonstrate that student progress has been made during a given semester, the post-test score should be higher than the pre-test score.

4.4.Participants

The investigation will be focused on the Marcelino Champagnat Institution that has a population of 467 primary students; the chosen sample is fourth grade students which is conformed by 38 students between the ranges from 9 to 10 years old approximately. The socio-economic status of this population goes from 1 to 3 it means that the socio-economic stratum of these students is middle-low. These students were put to the test in order to determine their audio oral English level. The results of the applied test revealed that those students are in an intermediate audio oral level.

4.5.Moments of the Research

To start with, a fourth grade group of students from the Marcelino Champagnat institution was chosen in order to develop the investigation about the impacts of the My ABC English Kit pedagogical material focus mainly in the improvement of the students' audio-oral skills. First of all, before implementing the action research with the students.

First of all, before applying the implementation of my ABC English kit in fourth grade students in the Marcelino Champagnat Institution, on April 10 of the present year, we applied an interview to the teacher to know how were the classroom management, the environment in general of it and if she knew the pedagogical material. Then, on April 11 an observation was made in order to analyze the classroom management of the teacher and the

behavior of the students to make the intervention required for the project. Later, on April 18 we carried out a pre-test to realize about the English level of the students. At the same time, we developed the first class taking it from my ABC English kit pedagogical material; for this class, we chose a fairy tale about animals and their sounds. For this section, we used some flashcards with animals and we read a short story to the students called “what’s that noise?” Then, we asked them some questions about the story in order to know their understanding. Finally we gave them some photocopies with the animals’ image of the story and we provided them different materials for this activity so the students decorated them.

On April 25th, we used some flashcards of the pedagogical material about classroom objects but first, we introduced the new topic about demonstratives using some flashcards about classroom object. Then, we developed a game called hot potato in which the student that got the ball was going to write down on the board a sentence related to the topic seen. To conclude, we brought a photocopy activity which consisted of filling the gaps using the correct demonstratives with the classroom objects.

The class of May 2nd initially, we asked to the students if they recognized the main characters of the tale called “Little Red Riding Hood” taken from My ABC English kit. After that, we showed them some pictures with the vocabulary mentioned before. Then, we read a short story mentioned above. Later, we interacted with the students about the story and we made groups of four students and they had to organize the sequence of the story according to the images. Also, the students matched the pictures with the correct word. Finally, they drew a line to match the pictures and the sentences.

To end up with the implementation of the material on May 9th we applied a post test in order to measure the impact of the material used during the process of this investigation.

5. Data Collection

5.1. Instruments Analysis

In order to know the knowledge and the perception that the teacher has about the pedagogical material My ABC English Kit we designed an interview with open questions that will let investigators know how has been the experienced as much the students as the teacher with the material taking into account the classroom environment, teacher methodologies and usefulness of it. Besides, the students also will have a multiple choice questionnaire where we ask them about their English's likes and dislikes in their daily lives.

5.1.1. Observation Analysis

At the beginning of the project, it will be used an observation as an instrument to collect the necessary information regarding to the classroom environment, the student's attitude and their interest with the second language. Besides this, the teacher classroom management is an important fact to take into account during this process. The observation format applied for this investigation was taken from a standard observation format that includes headlines with its respective categories giving the space to the investigators to fill up the information with what they perceived. The results of the interview were that the teacher knew the material but she did not know how to apply it correctly, for instance she never used the material. Besides as she is not formed in English, she does not feel comfortable teaching the subject. Although, she is disciplined to try to give them a notion about English so she has a very good classroom management and for that reason her students have a regular English level.

5.1.2. Pre-test Analysis

First of all, fourth grade students of the Marcelino Champagnat institution were selected to apply this investigation in order to know their audio oral English level. The pre-test includes questions with multiple choice, match questions and listening comprehension about basic topics that they must know as animals, body parts and storytelling. The pre-test was created taking into account the age, the school, and the supposed previous knowledge students' must have in this point of their course. The test begins with 3 questions about where they can find animals (their habits), then they have to complete three conversations about simple short answers. Also, they have to match words with its respective images and finally they are going to listen a short story called the great elephant and then they will answer some questions about multiple choices.

5.1.3. Lesson plans

Through the course of the investigation, three lesson plans were applied in order to determine the impact on the audio oral skill of fourth grade students with the pedagogical material my ABC English kit. The three classes were developed using activities from the pedagogical material and activities brought for us; the student's oral production during the implementation of the first lesson plan was low because they were not able to create complete sentences, they just knew isolated words. Although, it is remarkable that the students were very participative and willing to participate in all the activities proposed, also they asked for vocabulary keeping interests in the material. At the end of the process, the students' response was very favourable because all of them took advantage of the tasks and learned some new vocabulary about all the stories telling told by us which was evidenced in the oral presentation, all the students created an oral sentences in which they invented a chain storytelling and they did it with more confidence and fluency than at the beginning.

5.1.4. Post-test Analysis

At the end of the investigation, the same test was applied in order to know how much students have improved. When applying the post-test to the students, we noticed that the students did it well in almost all the questions and answered around 10 (ten) out of 13 (thirteen) questions of the test.

5.2.Triangulation

CATEGORIES: INSTRUMENTS						
	Observation	Interview	Pre-test	Lesson plan	Post-test	Conclusions
Category 1 Environment	The teacher is not formed in the English subject, but she is disciplined to try to give the students a notion about English. For that reason, she has a very good classroom management. For instance, her students have a regular English level.	The teacher has an excellent classroom management because she has a lot of experience teaching although she does not English she finds the way to make students learn about English.	The students felt comfortable with the test because they were very receptive at the time of answering the pretest. They found it enjoyable; even they painted some images of it.	The students participated actively in all the planned exercises. Also, they listen to and paid attention. Besides this, the teacher showed a good disposition and interest to learn about the material	The students felt comfortable at the time of speaking with fluency and confident. They finished the multiple choice questions faster.	The use of Spanish was necessary because the students needed to make understand in their mother tongue at the time of expressing their doubts when they wanted to say phrases in English.

<p>Pertinence</p>	<p>The teacher does not use the material.</p>	<p>The teacher knows the material but she does not know how to use it. Based on this, she prepared English classes with other resources.</p>	<p>The investigators took from my ABC English kit all the activities implemented in the tests.</p>	<p>The researchers used flashcards, storytelling, posters and recordings from the pedagogical material to develop the lesson plans.</p>	<p>The inquirers applied the same pre-test adding a part of speaking in which the students have to create a chain storytelling in order to evaluate their speaking progress.</p>	<p>The conclusion is that at the begging, the material is being wasted. However, with the intervention of the investigators could notice that the improvement was not noticeable.</p>
	<p>Student's oral communication was not the good at all but they have notions of some vocabulary. In the same way, the teacher's oral communication was not good either.</p>	<p>The teacher does not have English oral communication skills.</p>	<p>The investigators saw that the students' English oral level was low.</p>	<p>The inquirers included in the lesson plans all the activities with oral production in which the students used their listening and speaking abilities.</p>	<p>The researchers added a special part in the post test in which students had to create an oral storytelling chain.</p>	<p>The investigators made a hard work in order to achieve an improvement in the students' audio oral skill but the time was not enough to reach the objective.</p>

6. Finding and Conclusions

To conclude this investigation this section will focus on showing the conclusions and recommendations getting throughout this research. The previous information is given in order to suggest continuity to the proposal, as well as show the benefits obtained. The principal objective was to determine the students' learning impact with the support of my ABC English Kit in the oral production in fourth grade students at Marcelino Champagnat Institution. To start with, the English kit has a good intention and the material has some points that are well design. However the kit has some weaknesses, first of all the topics do not have a sequence because they are disconnected, secondly the activities are not appropriated for the ages that it is addressed to. After applying the pedagogical resource and analyzing the effects of the instruments implemented, it concluded that 59, 4% of the students obtained 5 in the audio oral skill, being this the superior grade in the pre-test and 91, 7% of the students got the same grade in the post-test applied previously.. With the application of this investigation it was evident that the students improve their English oral communication due to the increasing given with the post test that was of 32, 3%. The students show advancement because the lesson plans were focused on this ability due to the fact that they were centered on reading fairytales and answering open questions about them or the same students using their imagination to create their own tales.

7. Emergencies

7.1. Classroom Management

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher (Marzano R, J; Marzano J, S and Pickering D, J, 2003). For that reason, one of the main concerns in the application of the present investigation was about classroom management due to the fact that this technique is essential for the teachers because it keeps students organized, orderly and focused on their tasks. In spite of, in the practice it appears deceptively simple; it requires a variety of sophisticated techniques and a significant amount of skill and experience. Therefore, it is important to take advantage of these resources in the teaching labor as it enriches not only classroom environment but also the teacher development.

7.2. Scarcing use of my Abc English kit

To continue with the emergencies, in the majority of the cases the teachers of primary school have a vague knowledge about the English subject due to the fact they are not well formed on it making them feel uncomfortable teaching something that is not their field. Another important aspect was that the material is being wasted because the institution has it

but the teachers do not applied it. Due to the fact, the establishment does not require to the teachers and they do not see the necessity to use it. In the same way, some teachers were trained by the Ministerio de Educación but they did not find it useful. A negative point for the material is that it has so many gaps in the design because there are missing many important topics for fourth and fifth grade as it was created for them. The topics are disconnected they does not have a sequence to engage the previous topic with the next one, they are isolated activities and if the teacher in charge is not degree in the English subject he/she is not going to be able to complete a whole class.

7.3.Lack of time

On the other hand, the time for English classes is very short and it was difficult to apply the investigation to obtain the best results however students attitude was excellent they appeared to be quite engaged to the activities proposed for they it was noticeable for the enthusiasm at the time of developing the activities. They always show disposition to paint, draw, speak and listen all the stories told. Unfortunately, as it was mentioned before the time was not enough it is required more time to notice a real change in students' audio-oral English skills

7.4.Psychological Problems

Although autism is generally regarded as a lifelong disability, the variability and the severity of symptoms make it impossible to determine the progression of the disability over time. However experts generally concur that IQ, language skills prior to the age of five, degree of disability, early intervention, the emergence of theory of mind, and the level of therapy available to individuals with autism are indicators of long-term prognosis (Happe, 1991; NRC, 2001; Simpson, Myles, & LaCava, 2008). From that point of view, it is

important to take into account the students' psychological sphere in the study of further investigations because it is an crucial part of the student`s cognitive learning. During this investigation arose some difficulties regarding to the personality and understanding ability of some students that suffered of autism. Indeed, in the classroom there were pupils with personality disorders and hyperactivity but at the time of developing all the activities those students show perceptive and collaborative making the classroom environment more comfortable for both students and teachers.

8. References and Webgraphy

- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An Introduction To Qualitative Research*. Retrieved on October 20, 2017 from https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/5_Introduction-to-qualitative-research-2009.pdf
- Essays, UK. (November 2013). *Definitions available for quantitative research given by different authors*. Retrieved on October 20, 2017 from <https://www.ukessays.com/essays/psychology/definitions-available-for-quantitative-research-given-by-different-authors-psychology-essay.php?vref=1>
- Duax, B. T., Goodwin, G., Gulick, L., Hadden, M., Haines, A. M., Jantzi, R., Lillard, A. S., Montanaro, S. Q., Montesori, R., Moudry, S., Nielsen, M., Orion, J., Philippart, H., Shields, J., Sobe, N., Tye, W., Vidales, M. T. (2017). *Montessori Guide - Delving Deeper into our Practice*. Retrieved on October 9, 2017 from <http://montessoriguide.org/observation>
- Nesari, A. J., Heidari, M. (2014). *The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes*. *International Journal of Foreign Language Teaching & Research* – Volume 3, Issue 5. Retrieved on July 20, 2017 from http://jfl.iaun.ac.ir/article_10884_43a5ff2bb7fbd6998f091eb726f80104.pdf
- Kuehn, P. R. (February 2017). *Function and Importance of Pre and Post Tests*. Owlcation.com. Retrieved on October 15, 2017 from <https://owlcation.com/academia/PrePost-Test-A-Diagnostic-Tool-For-More-Effective-Teaching-of-EFL-Students>
- López, C., Alberto, J., Hernández, G. C., (2006). *El impacto del aprendizaje en el rendimiento de las organizaciones*. Cuadernos de Administración, 19(32), 11-43. Retrieved on March 2017, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-35922006000200002&lng=en&tlng=es
- Sánchez, C. A., Gillings de Gonzales, B. S., Martínez, C. L. (October 2013). *The Impact of Teacher-Student Relationships on EFL Learning - El impacto de la dimensión emocional dentro de las clases del inglés como lengua extranjera*. HOW 20, October 2013, ISSN 0120-5927. Bogotá, Colombia. Pages: 116-129. Retrieved on May 8, 2017 from <https://dialnet.unirioja.es/descarga/articulo/5249710.pdf>
- Ntshangase, N. D. (2011). *The Negative Impact of Learning in English on the Cognitive Development of Second Language Learners of English*. University of Zululand, Kwa-Dlangezwa. Retrieved on May 8, 2017 from <http://uzspace.uzulu.ac.za/bitstream/handle/10530/1098/The+Negative+Impact+of+Learning+in+English.pdf;jsessionid=4904088D92CB2881675229B4473BCD11?sequence=1>

- Sadeghi, K., Mohammad, T. A. (2013). *The Relationship between Learning Strategy use and Starting Age of Learning EFL*. Procedia - Social and Behavioral Sciences. 70. 387–396. 10.1016/j.sbspro.2013.01.076. Retrieved on October 2017 from https://www.researchgate.net/publication/257718569_The_Relationship_between_Learning_Strategy_use_and_Starting_Age_of_Learning_EFL?enrichId=rgreq-a8b3f4edc9ce8f8f5052a9eaeac697baXXX&enrichSource=Y292ZXJQYWdlOzI1NzcxODU2OTtBUzozMjQyMjcxNDI0ODgwNjZAMTQ1NDMxMzE4MjUwOA%3D%3D&el=1_x_2&_esc=publicationCoverPdf
- Vygotsky, L. (1978). *Interaction Between Learning and Development*. In Gauvain & Cole (Eds.). Reading on the Development of Children. New York: Scientific American Books. pp. 34-40. Retrieved on May 20, 2017 from https://www.colorado.edu/physics/phys4810/phys4810_fa08/4810_readings/vygot_chap6.pdf
- Cañas, A. J., Novak, J. D. (2014). *Chapter 2 - Concept Mapping Using CmapTools to Enhance Meaningful Learning*. Knowledge Cartography: Software Tools and Mapping Techniques, Advanced Information and Knowledge Processing. Okada, Alexandra, Buckingham Shum, Simon, Sherborne, Tony (Eds.) Retrieved on July 2017 from <https://www.springer.com/la/book/9781447164692>
- Fernandez, F. M. (2002). *Producción, Expresión e Interacción Oral*. Madrid, España: Arco Libros - La Muralla, S.L. (Eds.). Retrieved on August 8, 2017 from http://www.arcomuralla.com/detalle_libro.php?id=473
- Muñoz, D. G. (2009). *Estrategias de Aprendizaje para el Desarrollo de la Producción Oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana. (Tesis de Pregrado)*. Universidad Pontificia Universidad Javeriana, Bogotá, Colombia. Retrived on May, 2017 from <http://javeriana.edu.co/biblos/tesis/comunicacion/tesis471.pdf>
- Morales, A., Beltrán, A. M. (2006). *Developing Listening through the Use of Authentic Material*. HOW, 13 (1), 101-123. Asociación Colombiana de Profesores de Inglés. Bogotá, Colombia. Retrieved on July, 2017 from <http://www.redalyc.org/articulo.oa?id=499450712007>
- Marzano R, J, Marzano J, S and Pickering D, J, (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. Association for supervision and curriculum development. USA. Retrieved on May, 2003 from: <https://www.questia.com/read/119451185/classroom-management-that-works-research-based-strategies>
- Ben-Arieh J, Miller H, J (2009). *The Educator's Guide to Students with Autism Spectrum Disorders*. Corwin a sage company. California, USA. Retrieved from:

[https://books.google.com.co/books?id=j7eeW87ekJMC&printsec=frontcover&dq=Autism+in+Your+Classroom:+A+General+Educator%27s+Guide+to+Students+with+Autism+Spectrum+Disorders+\(Topics+in+Autism\)&hl=es&sa=X&ved=0ahUKEwipno3J9YrbAhXO7VMKHdLIA2AQ6AEILjAB#v=onepage&q=Autism%20in%20Your%20Classroom%3A%20A%20General%20Educator's%20Guide%20to%20Students%20with%20Autism%20Spectrum%20Disorders%20\(Topics%20in%20Autism\)&f=false](https://books.google.com.co/books?id=j7eeW87ekJMC&printsec=frontcover&dq=Autism+in+Your+Classroom:+A+General+Educator%27s+Guide+to+Students+with+Autism+Spectrum+Disorders+(Topics+in+Autism)&hl=es&sa=X&ved=0ahUKEwipno3J9YrbAhXO7VMKHdLIA2AQ6AEILjAB#v=onepage&q=Autism%20in%20Your%20Classroom%3A%20A%20General%20Educator's%20Guide%20to%20Students%20with%20Autism%20Spectrum%20Disorders%20(Topics%20in%20Autism)&f=false)

9. Appendices

9.1. Appendix A. Teacher's Interview

TEACHER INTERVIEW	
Environment	
Do you feel comfortable teaching English?	
Do you think that the school supports you in the English teaching process toward the students?	
Do you consider there is a good environment in the classroom?	
Pertinence	
Have you used my ABC English kit?	
Do you think that this material is useful in the children learning process?	
Do you think it was enough the induction received by the Ministerio de Educación about the pedagogical material my ABC English kit	

Do you think that the use of this didactic material could reduce the high index of reprobation in the English students?	
Would you like to continue using this type of material?	
Do you think that this material needs some changes in the content?	
Oral Communication	
What type of techniques do you use to check the level of listening comprehension of your students?	
What activities do you use to make your students speak?	

Do you encourage your students to participate in the classroom?	
What expectations do you have at the end of the English course with your students?	

9.2.Appendix B. Pre-Test

PRUEBA PARA INGLÉS

CUARTO DE PRIMARIA

I. En las preguntas 1 Y 2, marque A, B o C según la respuesta correcta.

¿Dónde puedes ver estos animales?

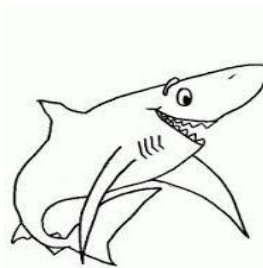
Ejemplo:

A. In the sea

B. In the jungle.

C. In the forest.

RESPUESTA: A



1.

A. In a hotel.

B. In a café

C. At a house

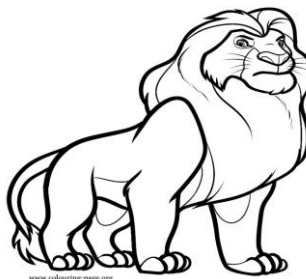


2.

A. In a zoo.

B. In a café.

C. At a house





II. Responda a las preguntas del 3 al 5 de acuerdo al ejemplo

Complete las tres conversaciones.

Ejemplo:

What is your name?







A. I am short
B. I am fine
C. My name is Martha

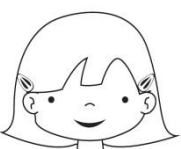

RESPUESTA: C

3. Are you O.K.?



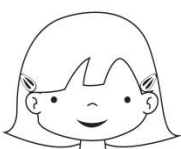

A. Yes, it is.
B. Yes, I am o.k.
C. Yes, please.

4. How old are you?



A. I am Happy.
B. I am Architect.
C. I am Eight years old.

5. Are you happy?



A. Yes, she is happy.
B. Yes, we are happy.
C. Yes, I am happy.

6. Una cada palabra a la imagen correspondiente:

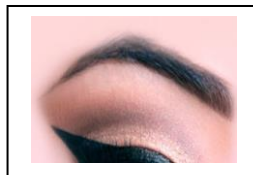
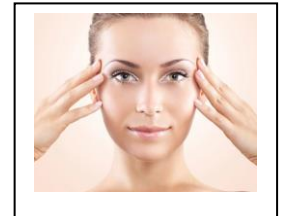
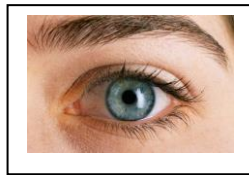
EYE

NOSE

EARS

FACE

MOUTH



7. Escucha la siguiente historia y responde las preguntas marcando con una X la opción correcta

- A. WHAT IS THE STORY ABOUT?
- ANIMALS
 - CARS
 - PEOPLE
- B. WHERE THE STORY TOOK PLACE?
- IN THE CITY
 - IN THE JUNGLE
 - IN THE FARM
- C. WHOM THE ANIMALS WERE SCAPING FROM?
- A FOX
 - AN ELEPHANT
 - A LION

9.3. Appendix C. Lesson Plan sample.

Lesson Plan

Teachers: Claudia Valencia, Cindy Manuela Rincón, luz Dary Marín	School: Marcelino Champagnat	Grade: 4 th	Duration in hours: 2 hours
Standards: <ul style="list-style-type: none">• I follow instructions related to recreative class activities made by my teacher (listening 1,2)• I actively participate in word games and rounds (speaking 1,3)			
Objective based on language functions: <ul style="list-style-type: none">• the students will learn to identify the main characters of a story			
Specific objectives: <ul style="list-style-type: none">• The students will be able to speak about their favorite characters			
Topic: Little Red Riding Hood tale			

PERFORMANCE INDICATORS

Knowing	Doing	Being

Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):

- Vocabulary: wolf, granny, woodcutter
- Grammar: simple past
- Pronunciation: participation in games, worksheets.

Integrated Skills:

- Speaking.
- Listening.
- Writing.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm up 20 min	First of all, the teachers ask to the students if they recognize the main characters of the tale. After that, the teachers will show them some pictures with the vocabulary mentioned before.	To activate prior knowledge

Pre- task 60 min	<p>The teachers will read a short story to the students called “Little Red Riding Hood”. Then, the teachers will interact with the students about the story.</p> <p>Teachers will make groups of four students and they have to organize the sequence of the story according to the images.</p>	<p>To set the context</p> <p>To promote oral practice</p>
Task 40 min	The students will match the pictures with the correct word. Then, the students will draw a line to match the pictures and the sentences.	To check understanding
Assessment:		
Materials and resources: Board, worksheets, candies, markers, colors.		
Bibliography: MY ABC ENGLISH KIT		

TAKEN FROM: MEN TDP

9.4.Appendix D. Post-Test

PRUEBA PARA INGLÉS

CUARTODE PRIMARIA

III. En las preguntas 1 Y 2, marque A, B o C según la respuesta correcta.

¿Dónde puedes ver estos animales?

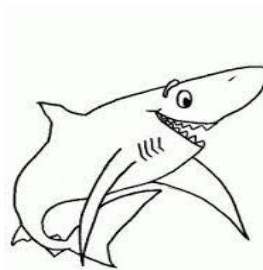
Ejemplo:

A. In the sea

B. In the jungle.

C. In the forest.

RESPUESTA: A



1.

A. In a hotel.

B. In a café

C. At a house



2.

A. In a zoo.

B. In a café.

C. At a house





IV. Responda a las preguntas del 3 al 5 de acuerdo al ejemplo

Complete las tres conversaciones.

Ejemplo:

What is your name?







D. I am short
E. I am fine
F. My name is Martha

RESPUESTA: C

3.

Are you O.K.?







A. Yes, it is.
B. Yes, I am o.k.
C. Yes, please.

4.

How old are you?







A. I am Happy.
B. I am Architect.
C. I am Eight years old.

5.



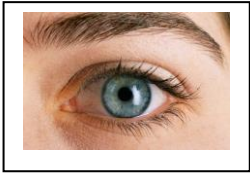
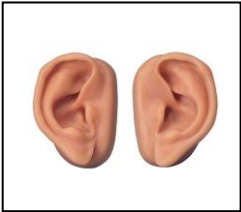

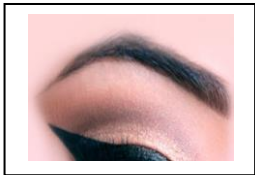

Are you happy?





A. Yes, she is happy.
B. Yes, we are happy.
C. Yes, I am happy.

6. Una cada palabra a la imagen correspondiente:

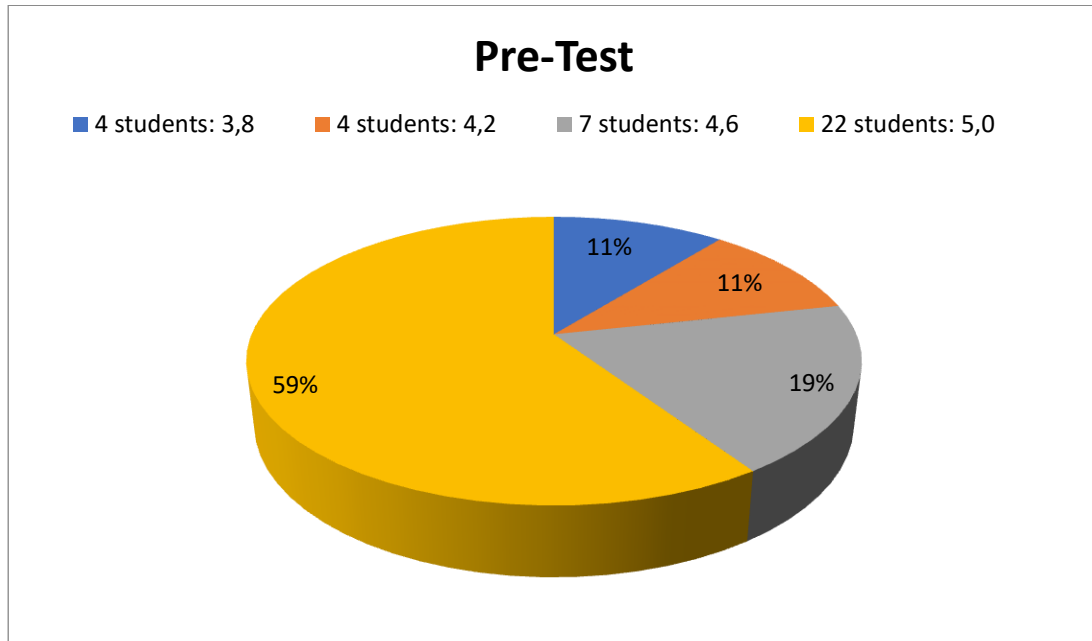
EYE			
NOSE			
EARS			
FACE			
MOUTH			

7. Escucha la siguiente historia y responde las preguntas marcando con una X la opción correcta

- D. WHAT IS THE STORY ABOUT?
- ANIMALS
 - CARS
 - PEOPLE
- E. WHERE THE STORY TOOK PLACE?
- IN THE CITY
 - IN THE JUNGLE
 - IN THE FARM
- F. WHOM THE ANIMALS WERE SCAPING FROM?
- A FOX
 - AN ELEPHANT
 - A LION

8. en este punto crearemos una historia oralmente en la cual usaras toda tu imaginación.

9.5. Appendix E. Students' Pre-test Analysis



9.6. Appendix F. Students' Post-Test Analysis

